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ABSTRACT

Papers from the conference proceedings of the National Academic Advising Association are as follows: "Advising, Writing Centers, and Academic Services: Applications and Extensions of Student Developmental Theories" (M. Brooks and C. Murphy); "Development of an Expert System for Student Advisement" (J. Sullivan et al.); "Evaluating Advising: The Advisers, the Program" ("K. Hugley-Cook); "Small College Advising Programs: Hits and Misses" (S. Novinski and W. Seidenschwarz); "Developing the Leadership Potential of College Freshmen Using Peer Facilitators" (M. Payne and S. Johnson); "Student Priorities for an Academic Advising Relationship: Do Students Want a Personal Relationship?" (L. Fielstein); "Academic Advising and the Computerized Degree Audit System at SMU" (O. Hargrave); "An Overview of the Lonestar Longitudinal Student Tracking System and Its Uses in Outcomes Research" (F. Aquino); "Assessing Intrusive Advising for Transfer Students" (L. Black et al.); "Producing a Comprehensive Academic Advising Handbook" (J. Ford); "Advantageous Liaisons: Academic Advising and Learning Enhancement" (P. Feldman et al.); "Texas Academic Skills Program (TSAP): Evaluation and Institutional Responses" (J. Matthews et al.); Advising Makes a Difference: Report of a Longitudinal Study" (F. Vowell and P. Farren); "Academic Advising and Career Counselling: The DISCOVER Program" (R. Mendias); "Getting the Word Out: Academic Publications on a Shoestring Budget" (B. Schmidt and O. Hargrave); "Academic Advising Models for Student Athletes" (M. Brooks et al.); "The Development and Evaluation of an Assessment Course for High Risk, Readmitted Probationary STudents" (M. McMillian and A. Anderson); "Advising Students for Study Abroad Programs" (R. Corder); "Bridging the Gap Between Prospective Student and Admitted Student: How Personalized Contacts with Prospective Students Enhance Future Advising Relationships" (M. Kraus); "Catalyst to Student Retention: Self-Help and Peer Support" (G. Williams); and "Risk, Rigor, and Results: Concurrent Enrollment--A High School/College Partnership" (T. Allen and I. Templeman). (SM)

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NATIONAL ACADEMIC ADVISING ASSOCIATION
5th ANNUAL REGION VII CONFERENCE
May 21 - 23, 1989
Dallas, Texas

ACADEMIC ADVISING: TRANSITION AND CONTINUITY

Conference Proceedings

Editor:
O. T. Hargrave
Southern Methodist University

Hosted by the:

UNIVERSITY
of
DALLAS

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To the Conference Participants:

I am pleased to present the proceedings of the fifth annual Region VII conference of the National Academic Advising Association. The conference convened in Dallas, Texas on May 21-23, 1989. The conference theme, "Academic Advising": Transition and Continuity," attracted a rich and diverse variety of programs. The conference presentations were not only stimulating, but they also focused on numerous key issues of current importance to the profession.

A special expression of thanks is due to Bonnie Schmidt, my Administrative Assistant and a conference presenter, who provided valuable assistance in the preparation of the several drafts of the program schedule and the proceedings.

Sincerely yours,

O. T. Hargrave

Dean O. T. Hargrave
Conference Program Coordinator

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CONFERENCE COMMITTEE

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University of North Texas

Dr. O. T. Hargrave
Associate Dean for Student Academic Affairs
Dedman College of Humanities and Sciences
Southern Methodist University

CONFERENCE PROGRAM SCHEDULE

MONDAY, MAY 22

Concurrent Sessions - I (9:00 - 10:15 a.m.)

I-1 **Advising, Writing Centers, and Academic Services: Applications and Extensions of Student Developmental Theories**

Michael Brooks, Texas Christian University
Christina Murphy, Texas Christian University

I-2 **Development of an EXPERT SYSTEM for Student Advisement**

Joseph R. Sullivan, Dallas County Community College District
James Butzek, Dallas County Community College District
Gary Klein, Dallas County Community College District

I-3 **Evaluating Advising: The Advisers, the Program**

Kathleen Hugley-Cook, Southern Methodist University

I-4 **Small College Advising Programs: Hits and Misses**

Sybil Novinski, University of Dallas
Walter Seidenschwarz, Texas Lutheran College

Concurrent Sessions - II (10:45 - 12:00 noon)

II-1 **Developing the Leadership Potential of College Freshmen Using Peer Facilitators**

Maggie Payne, Oklahoma State University
Sonja Johnson, Oklahoma State University

II-2 **Student Priorities for an Academic Advising Relationship: Do Students Want a Personal Relationship?**

Lynda L. Fielstein, University of Central Arkansas

II-3 **Academic Advising and the Computerized Degree Audit System at SMU**

O. T. Hargrave, Southern Methodist University

II-4 **An Overview of the Lonestar Longitudinal Student Tracking System and Its Uses in Outcomes Research**

Felix Aquino, Dallas County Community College District

Luncheon Program (12:15 - 1:45)

Featured Speaker: Gary L. Kramer, Director of Academic Advising at Brigham Young University, National President of NACADA

Topic: The Compleat Advisor

Concurrent Sessions - III (2:00 p.m. - 3:15 p.m.)

III-1 **Assessing Intrusive Advising for Transfer Students**

Lendley Black, Emporia State University
Gary Bleeker, Emporia State University
Marie Blythe, Emporia State University

III-2 **Producing A Comprehensive Academic Advising Handbook**

Jerry Ford, Houston Baptist University

III-3 **Advantageous Liaisons: Academic Advising and Learning Enhancement**

Patricia Feldman, Southern Methodist University
Susan M. Byrne, Southern Methodist University
Martha E. Manning, Southern Methodist University

III-4 **Texas Academic Skills Program (TASP): Evaluation and Institutional Responses**

Joan Matthews, Texas Higher Education Coordinating Board
Rick Dwinnell, University of North Texas
Richard McCrary, Dallas County Community College District

Concurrent Sessions - IV (3:30 p.m. - 4:45 p.m.)

IV-1 **Intrusive Advising Makes a Difference: Report of a Longitudinal Study**

Faye N. Vowell, Emporia State University
Phillip J. Farren, Emporia State University

IV-2 **Academic Advising and Career Counselling: The DISCOVER Program**

Rene Mendias, ACT

IV-3 **Getting the Word Out: Academic Publications on a Shoestring Budget**

Bonnie Schmidt, Southern Methodist University
O. T. Hargrave, Southern Methodist University

IV-4 **Academic Advising Models for Student Athletes**

Michael Brooks, Texas Christian University
Jack Hesselbrock, Texas Christian University
Teoby Gomez, Texas Christian University
Linda Rollins, University of North Texas
Billy Doggett, Tyler Junior College

TUESDAY, MAY 23

Concurrent Sessions - V (8:30 a.m. - 9:45 a.m.)

V-1 **Conversations with Gary Kramer**

Gary Kramer, Brigham Young University

V-2 **The Development and Evaluation of an Assessment Course for High Risk, Readmitted Probationary Student**

Martha McMillian, Oklahoma State University
Agatha Anderson, Oklahoma State University

V-3 **Advising Students for Study Abroad Programs**

Roberta Corder, Texas Christian University

Concurrent Sessions - VI (10:15 a.m. - 11:30 a.m.)

VI-1 **Bridging the Gap Between Prospective Student and Admitted Student: How Personalized Contacts with Prospective Students Enhance Future Advising Relationships**

Marcy L. Kraus, Washington University in St. Louis

VI-2 **Catalyst to Student Retention: Self-Help and Peer Support**

George Williams, Front Range Community College

VI-3 **Risk, Rigor, and Results: Concurrent Enrollment--A High School/College Partnership**

Toni P. Allen, Collin County Community College District
Iris Templeman, McKinney High School

Closing Luncheon and Business Meeting (12:00 noon - 1:30 p.m.)

PROGRAM ABSTRACTS

I-1 Advising, Writing Centers, and Academic Services: Applications and Extensions of Student Developmental Theories

Michael Brooks, Texas Christian University
Christina Murphy, Texas Christian University

The functions of advising can be defined to include a wide range of pro-active programs and activities, all designed to help students realize their full academic potential. Most commonly, however, these activities are limited to advising regarding career options, possible majors, study skills issues including time management, and course selection. While student developmental theory suggests many other possible points of contact between students and advisors, existing practice in traditional academic settings often narrows the actual practice of advising.

At Texas Christian University advising has been defined to include the widest possible range of activities within the practice of academic counseling. The Center for Academic Services has been established recently and premised on a broad understanding of student developmental theory and its applications to student academic life. While the academic services concept is not uncommon, an effort to provide an organizational structure within the university which facilitates an open-ended effort at building academic support programs is innovative.

Representative of this organizational commitment is the inclusion of the university's Writing Center within the structure of the Center for Academic Services. The linkages of an advising program and a writing center are not immediately obvious to most people, even those well-versed in student developmental theory. This program explored this linkage from the viewpoints of student developmental theory, organizational theory, and the literature on the role of writing centers in student academic life. Our goals included the exploration of not-so-obvious ways of applying student developmental theory, its linkages with other frameworks, and through these, the discovery of new programs which might make advising an even more important component of campus life.

I-2 Development of an EXPERT SYSTEM for Student Advisement

Joseph R. Sullivan, Dallas County Community College District
James Butzek, Dallas County Community College District
Gary Klein, Dallas County Community College District

The Dallas County Community College District developed an Expert system in the student support area called CASES (Computer Analysis System for Educational Success). This program has the ability to analyze the records of all enrolled students and, based on a set of indicators, identify students who could benefit

from a variety of student support services. Academic advisors on the campuses are able to utilize the research, recommendations and the directions CASES suggests for the student in order to assist the student in building success.

The CASES project team has been engaged in research in several areas. an Advisory Board (two members from each campus representing several different areas of expertise) was created and assisted in identifying variables which may indicate a risk factor. The Advisory Board also arranged meetings on all seven campuses to research the assessment/advisement/registration processes of each campus, as well as to share information and campus directions in the advisement process.

The national research and literature on attrition/retention studies was examined and cataloged. The CASES project team also developed a "data dictionary" which provided useful definitions of student classifications and forced the staff to look at students in new ways. The project team also worked closely with the District Research Office (e.g. the Lonestar project) and District Computer Services.

The first phase in the CASES research was to "test the guesses" as to what students are considered "at risk" of dropping out, not being successful at the college, or having other needs requiring intervention. A random sample of students records was selected from the past five years (i.e. 10% of the total or 30,000 records were identified). While the research was being done an Expert System was developed as a tool for academic advisors. These systems work well in ares where there is uncertainty or where some information is unknown, i.e. where someone is looking for the best solution given what is known. It was determined that an Expert System would be the most cost-effective and time-effective means to identify "high-risk" students from currently collected data, notify appropriate student services of these students, and notify students of the services which could help them in being successful in college.

The CASES system will input student information from a preprinted scanform and in a matter of seconds print a specific report on each student. The report will be used in the advisement process by faculty advisors, counselors and/or paraprofessionals. When the data is available the system will be used with TASP scores and the placement of students in specific courses or with specific services. Later the CASES project team plans to incorporate articulation information and degree-planning into the system.

Three members of the CASES project team presented the process, content and the implementation of the CASES system in the seven colleges of the Dallas County Community College District.

I-3 Evaluating Advising: The Advisers, the Program

Kathleen Hugley-Cook, Southern Methodist University

In 1988, an informal survey of thirteen four-year colleges and universities--a cross-section sample of large, small, private, public, faculty-advising and professional-advising programs--showed that eleven of the thirteen had either minimal or no formal systems in place for evaluating the effectiveness of either their programs or their individual advisors. Evaluation is an invaluable point of reference for determining how effectively and how quickly a program is reaching its goals. It is also an important tool for devising means to reach those goals. This presentation attempted to make the case for better evaluation in our profession, and showed some possible paths toward good evaluation.

A model system from Southern Methodist University, which won the 1988 ACT/NACADA award for Most Outstanding Advising Program for a Private University, was illustrated. This model served as a basis for discussion of systems which could be used in different types of institutional structures.

The demonstration involved discussion of criteria to be used as the basis for evaluating a program, including evaluation of individual advising, delivery of services to students, and programmatic functions such as training and flexibility. Various instruments for obtaining assessment feedback were shown--student surveys, advisor self-evaluation forms, management evaluation of advisors, etc. The discussion included looping that feedback into an on-going system of evaluating and setting goals for both the advisors and the program.

The lecture/discussion program included:

1. The case for: why evaluation is essential.
2. Illustration of a model system.
3. Discussion of criteria, materials, procedures, timing, and results.
4. Sample materials to be made available to participants.
5. Discussion of problems and what to avoid: things that don't work.
6. Discussion of ways to adapt evaluation systems to various institutional structures represented among the participants.

There is some cost associated with evaluation in terms of time, money, and energy. However, the cost of <u>not</u> evaluating a program, in terms of lost effectiveness, is very high. This

program was designed to help NACADA members to establish on-going evaluation systems which will allow them to assess their progress and increase their effectiveness.

I-4 Small College Advising Programs: Hits and Misses

Sybil Novinski, University of Dallas
Walter Seidenschwarz, Texas Lutheran College

The purpose of the presentation was to share with other schools of similar size and goals some of the approaches, both successful and unsuccessful, used to enhance our overall advising program. While advising has always been a "given" among our faculty responsibilities, such an approach has unfortunately made the assumption that all faculty are intuitively blessed with tne abilities and skills to advise, without any prior preparation or training. There has also been a problem of balancing the advising load among faculty; numbers of advisees per faculty member have ranged from zero to ninety. These problems, in turn, have related directly to the matter of retention. It has not been unusual to see over 30% of an incoming freshman class fail to matriculate to the sophomore year. With these basic concerns in mind, a decision was made to re-evaluate advising procedures at Texas Lutheran College.

The inception of a new academic program, the General Education Curriculum (GEC) in the fall of 1985 provided not only a new academic approach but also initiated a new era in advising procedures. Such procedural changes had to be realistic and practical; there were no additional funds available for elaborate studies and consultations and no new personnel could be added to the existing structure. Thirty of our sixty-five faculty members were identified as persons who were qualified and interested in the advising of first-year students. Faculty were obtained from all six academic divisions in order to provide a variety of academic expertise. A three-day workshop was held in May to provide basic training and guidelines for all participants. Materials were provided, studied, discussed, and modified to fit the uniqueness of the institution. An advising handbook in rough draft form was reviewed and structured to provide a reference in all academic areas, regardless of the area of academic expertise of a particular professor.

Incoming students were invited to select one of three dates during the summer for the purpose of advanced summer registration. Each GEC advisor was assigned five students at each registration period. Group and one-on-one advising was done at that time. Other events were held during this one-day session to provide further orientation for the student. Students unable to attend the summer sessions were advised upon their arrival in the fall.

In theory, students remain with their GED advisors during the freshman year. Upon advance registration in the spring for the

sophomore year, the student changes to a major advisor, i.e., an advisor within one's preferred major. Some students are willing to change; some prefer to remain with their GEC advisor even though that person might not be in the academic field of one's major; and some are still undecided, unable to gain little by transferring to some other advisor.

Where do we go from here? We are satisfied with some of the changes that have been implemented but have concerns over other matters. Some departments believe students should be advised by departmental personnel from the outset. Others seem content to have initial advising done outside the department. some students also have mixed feelings about not being placed in their academic interest areas immediately. Advanced summer registration is fine for those who can attend; but is it fair to those who cannot and must wait until they arrive in the fall? How do we achieve a fair workload among faculty who have exceptionally large advisee loads? These are questions that will, no doubt, never be resolved to the satisfaction of everyone but they are challenges to be confronted nevertheless. Minor modifications will, no doubt, need to be made annually. But we believe we are moving in the right direction, realizing that we must always be alert to share with and learn from others.

The situation at Texas Lutheran College is duplicated to some extent at other small colleges. Discussion focused on these and other issues relating to academic advising at small colleges.

II-1 Developing the Leadership Potential of College Freshmen Using Peer Facilitators

Maggie Payne, Oklahoma State University
Sonja Johnson, Oklahoma State University

Education for leadership has been a mission of American colleges since their inception. Indeed, the drafters of the U. S. Constitution depended on quality education to provide the kind of leaders necessary to support the democracy they proposed. In recent years,however, much concern has been expressed over what is termed a "crisis of leadership" in this country. As so often happens, society has looked to its educational institutions to resolve this crisis.

As advisors and educators, we are accustomed to the notion of providing special programs and support for minority students, international students, and at-risk students. We also take special care of students with exceptional athletic ability and those with high academic ability. In the same way that we provide opportunities and services to attract student athletes and student scholars, we should seek ways to attract, support, and challenge student leaders.

In response to this concern, many colleges and universities have instituted workshops, courses, and other special programs aimed at developing the leadership potential of students. The President's Leadership Council at Oklahoma State University was begun almost a decade ago for freshmen with demonstrated abgility and interest in leadership. Recently, however, the program has undergone changes to provide more structure and to incorporate the use of peer facilitators chosen from among the student leaders of the various colleges.

This presentation described the restructuring of the President's Leadership Council and the Leadership Concepts course at Oklahoma State University and used this description as a vehicle for addressing the following concerns:

1. What are the skills necessary for effective leadership, and how can they be developed?

2. What could and should the role of the college or university be in developing the leadership potential of students?

3. How might peer counselors be effectively used in the leadership development process?

4. What role(s) might advisors play in the leadership development process?

5. What are the benefits of leadership development programs to the students and the institution?

This presentation was intended for any advisors interested in the development of leadership as well as academic ability in students. While it is not expected that every college or university will institute comparable programs, it is hoped that elements presented, such as the identification of leadership skills and the use of peer facilitators, will be useful in a variety of ways.

II-2 Student Priorities for an Academic Advising Relationship: Do Students Want a Personal Relationship?

Lynda L. Fielstein, University of Central Arkansas

Within the literature on models of academic advising, a distinction has been drawn between two differing types of activities advisors should be offering to students. Crookston (1972) postulated a theory defining the advisor's relationship as either prescriptive or developmental in approach. The prescriptive was seen as more traditional, where the advisor was seen as a kind of teacher who instructs in academic advising matters. Another approach is the developmental, which espouses a closer, more personal approach.

The purpose of this presentation was to present the results of a study conducted at the University of Akransas, Fayetteville, com-

paring student priority ratings for personal, developmental advising activities. However, review of the ratings for each advising activity revealed that students preferred a combination of these two advising roles, and suggested there were limits to the degree of personal involvement desired. While student ratings do support the dual role of advising, e.c., offering academic guidance within an individualized/personal relationship, advisors who are attracted to the developmental model of advising are cautioned to carefully consider how much of a personal counseling role a student may desire.

II-3 Academic Advising and The Computerized Degree Audit System at SMU

O. T. Hargrave, Southern Methodist University

Academic advising for undergraduates at SMU centers in and around the Dedman College Advising Center. Created in 1981 as a special expression of the University's commitment to a personalized and quality educational experience for each of its students, it was charged with the responsibility of providing direct academic advising support for all freshmen and sophomores (up to the point of qualification for and declaration of a major), administrative coordination and maintenance of records for departmental advising of Dedman College declared majors, and general coordination of academic information for advising throughout the University. At the point of declaration of a major, direct advising responsibilities shift from the Advising Center to the school and department of the student's major. Other undergraduate schools in the University include the Cox School of Business, the Meadows School of the Arts, and the School of Engineering and Applied Science.

Academic advising for all students is supported by a comprehensive adviser's manual revised annually), a dozen academic information publications, an advising newsletter, and a computerized degree audit system.

The University began work on the Degree Audit Syustem in the spring of 1982. The proliferation of general educqation curricula at the University (four different plans introduced over a four-year time period, from 1980-1983), combined with the prospect of relieving the academic adviser of much of the purely clerical functions of advising, were the two principal factors influencing the decision to create the system. The basic objective of the system was to provide computerized audits for undergraduate degree plans, including requirements for general education, majors, minors, and graduation.

Initially set up in Dedman College, the system has since been expanded to cover the three other undergraduate schools of the University. It presently includes well over 100 degree plans and serves an undergraduate population of approximately 5000 students.

Simply put, the Degree Audit System matches the student's academic record to the requirements appropriate to his/her academic program and catalogue year, and indicates work remaining to be completed. It draws upon the data base of the University's computerized Student Information and Registration System for academic program coding, course enrollments, credit hours, and grades, but it utilizes its own file for transfer, waiver, and textual note data.

The most important of the system's reports is the Degree Status Report. This report includes separate components for general education, each major, each minor, and graduation, as well as a transcript-like Academic Record, summarizing by semester the student's course enrollments, grades and grade-point data. Students and academic advisers receive Degree Status Reports each semester, coinciding with the advising/early registration period, but individual reports may be requested and processed at any time. An on-line processing option makes individual reports available within two minutes.

Special features of the system include the following:

1. It identifies and audits individual requirement components in degree plans.

2. It processes special degree plan rules concerning required grade/course level/and distribution.

3. It includes and identifies transfer work (represented by SMU course equivalencies).

4. It includes and identifies credits by AP/CLEP/departmental examination.

5. It includes and identifies group/individual waivers and/or substitutions.

6. It monitors and reports on multiple majors/minors.

7. It allows "exploratories" on prospective majors/minors.

8. It calculates the GPA for cumulative work, as well as for transfer work and majors/minors.

9. It allows special group/individual textual notes.

10. It provided instant data up-date capability through more than a dozen data entry screens.

11. In addition to the Degree Status Report, it also produces three special reports for select groups: a Pre-Med Profile (sample appended), a Teacher Certification Audit, and a Phi Beta Kappa Screening Report.

From the outset, the primary focus of the Degree Audit system has been to provide support for academic advising. The system was conceived, planned, and developed within the context of the Advising Center. Its most important impact has been in the improvement of advising.

Most importantly in this regard, by providing the adviser and the student with a comprehensive, accurate, and timely report concerning the student's academic status and progress, the system has freed the adviser to concentrate on the individual student and the giving of academic advice. The Degree Status Report provides the student and the adviser with accurate and complete academic information which otherwise would require laborious and time-consuming research and clerical effort on the part of the adviser.

The system has had an especially positive impact on the advising of undecided and redirecting students. By means of the "Exploratory Report", which overrides the student's official academic program coding, Degree Status Reports can be run for any major (or combination of majors/minors) the student or adviser may wish to explore. Again, the system provides the student and the adviser with sophisticated and timely information which allows the focus to remain on the student and his/her academic options. It encourages academic exploration and allows decisions about options to be based on complete and accurate information.

Similarly, the system has transformed the advising process for transfer students. Transfer data is entered into the system in terms of SMU course equivalencies (with a unique designation allowing the inclusion of transferable but non-equivalent course work). Degree Status Reports are run prior to the new-student orientation/advising period, so that the transfer student is able to know from the very beginning how his/her transfer credits have been evaluated and applied to the SMU degree. This process has significantly relieved both the student and the adviser of uncertainty and has thereby facilitated the transition of the student to the new academic setting.

As might be expected, the system has also transformed the advising process for graduating seniors. Candidates for graduation in Dedman College are required to schedule a conference with a degree counsellor in the Advising Center prior to the beginning of their final semester of enrollment. The Degree Status Report, which reminds the student of the mandatory conference by means of a special note which prints when the student has accumulated 90 semester hours, provides the needed confirmation that all requirements are being fulfilled on schedule. Following the entry of senior grades at the end of the semester, a final Degree Status report provides the basis for official graduation certification.

Finally, by means of special report components, the system provides support for pre-med advising, teacher preparation certification, and student-athlete satisfactory academic progress monitoring. It also provides entrance eligibility reports for the various degree programs of the University, several of which maintain extensive and complicated entrance requirements.

In all of these various ways, and in others as well, the Degree Audit System has had a tremendously positive effect on academic advising at the University.

II-4 **An Overview of the Lonestar Longitudinal Student Tracking System and Its Uses in Outcomes Research**

Felix Aquino, Dallas County Community College District

This presentation dealt with longitudinal student tracking systems in general and the Lonestar Student Tracking System in particular. The Lonestar system was developed by NCHEMS in association with the Texas Higher Education Coordinating Board. Lonestar posits a common system by which longitudinal tracking studies can be performed. In addition, it allows for comparability of data from institution to institution.

The Lonestar system is a cohort-based tracking system. That is, the unit of study is not the individual student but the cohort to which that student belongs. The implications of cohort-based studies and their uses in outcomes research were explored. Specific examples were given from a cohort study performed at the Dallas County Community College District.

The presentation concluded with a brief overview of the nuts and bolts of the Lonestar system. In addition to hardware and software requirements, data-entry and definitional concerns were addressed.

III-1 **Assessing Intrusive Advising for Transfer Students**

Lendley Black, Emporia State University
Gary Bleeker, Emporia State University
Marie Blythe, Emporia State University

Many studies and discussions are taking place nationwide about the impact of developmental, intrusive advising delivery systems on beginning students, academically high-risk students and minority students. Less attention is being paid, however, to what impact this type of advising has on transfer students. Transfer students are becoming an increasing percentage of the total student population on many campuses, and these transfers are diverse in their characteristics and needs. For example, many students transfer to another university after only a semester at their first college, while others transfer late in their academic careers. Both of these populations break the mold

of a "typical" transfer student who completes two yeara at a junior/community college before transferring to a four-year university in order to receive a bachelor's degree. As a result of this diversity and changing nature of transfer students, a need exists for studies which assess how developmental, intrusive advisement relates to their academic success.

Three members of Emporia State University's Student Advising Center (SAC) have been conducting research into this issue which will determine how the advising we provide compares with advising transfers received elsewhere. We are also assessing how SAC's advising relates to transfers being successful academically, to their adjusting to this university's total educational environment, and to their success finishing a degree at this institution. This program shared the results of this study, and discussed the broader issue of advising transfer students.

ESU's Student Advising Center is a nationally recognized, centralized intrusive advising center which advises all freshmen and all undeclared students. our research deals with this population of transfers (those who transfer with fewer than 30 semester credit hours completed, or who do not have a declared major). Our primary research tool has been personal interviews with a random sample of these students who transferred since the fall of 1984 when our advising center was created. The program was chaired by the Director of the Student Advising Center, and the participants were faculty advisors who have a history of successful advising with the center.

III-2 Producing A Comprehensive Academic Advising Handbook

Jerry Ford, Houston Baptist University

The utilization of an advising handbook by faculty advisors is one of the basic ingredients in the enhancement of a successful academic advising program. Although the development of a handbook for advising has been a concern on many campuses, officials at Houston Baptist University have produced a comprehensive advising handbook each of the past nine years by emphasizing the following guidelines:

1. Making the commitment to develop and to utilize a faculty advising handbook to enhance academic advising.

2. Assigning the responsibility of coordinating the development and maintenance of the academic advising handbook to a specific office - the Smith College of General Studies.

3. Determining what items should be included in the handbook.

4. Utilizing the input of as many departments on campus as feasible.

5. Deciding on a format that is attractive, comprehensive, inexpensive, useful, and versatile.

6. Determining the cost or the projected cost of printing and binding.

7. Developing a method of disseminating the handbook and instructions for its use to the faculty advisors.

8. Updating the document regularly - usually every year.

The first advising handbook was made available to the faculty for Fall 1979 advising. It was a single volume containing three distinctive sections. Each section was printed on one of three different colors of paper, utilizing H.B.U.'s school colors of blue, orange, and white. The first section, blue in color and entitled, "The Role of the Advisor," contained essential information about the role of the advisor and about academic regulations in general. The second section, orange in color and entitled "Advising Skills, Techniques and Resources," exchbited a collection of articles and other advising resource materials. The third and final section, white in color, contained "Information Pertaining To Specific Regulations At Houston Baptist University."

In order to make the faculty advising handbook interesting and versatile,numerous quotations, poems, definitions, and statements were utilized throughout the book on pages where space was a luxury. Also included were numerous "Food For Thought" and "More Food for Thought" statements, all of which had significance for academic advising.

To minimize the production expense, the original manuscript, typed by the Smith College Secretary, was reporduced and Bound by the H.B.U. Secretarial Pool rather than printed in an off-campus print shop. A simple front cover motif was designed using the H.B.U. Seal (showing the open Bible and Cross) and was duplicated on card stock paper, using the same color blue as the first section of the handbook. The three sections of the handbook and the covers were bound together with an inexpensive, white, plastic, spiral binder.

The last nine editions (for the years 1980 through 1988) of the H.B.U. Academic Advising Handbook were developed using the same methods and procedures as the first edition (1979). Numerous additions and improvements were added to the later editions as experiences dictated so that each newer edition was superior to the preceding edition; therefore, the ultimate objective of making advisees' educational experiences more meaningful and significant was enhanced.

III-3 Advantageous Liaisons: Academic Advising and Learning Enhancement

Patricia Feldman, Southern Methodist University
Susan M. Byrne, Southern Methodist University
Martha E. Manning, Southern Methodist University

One important aspect of academic advising includes referring students to the appropriate support service. In the fall of 1988, Southern Methodist University opened a new academic support service, the Learning Enhancement Center. The Learning Enhancement Center (LEC) works in cooperation with a network of other support services on campus including the Reading and Learning Center, the Writing Center, the Career Center, and the Counseling and Testing Center. This program focused on how the Advising Center and the Learning Enhancement Center interact to assist students.

The SMU Advising Center is made up of a full-time professional staff of advisers who work primarily with undeclared first- and second-year students. In addition to the students themselves alerting advisers during conferences of their own need for academic assistance, advisers have at their disposal Freshman or Transfer Advising Profiles, the Admission Summary Sheet, mid-term defficiency reports, grade reports and probation notification letters. Using these tools, the adviser can decide if the LEC would benefit the student. If so, the adivser can complete the LEC referral form. Students are referred at the beginning of the term if problems are anticipated, as well as during the term, as difficulties arise.

Once the student has been referred to the LEC, one of two LEC staff members contacts the student by mail, describing available services and inviting the student to make an initial appointment. Approximately half of referred students become fully involved with the LEC.

At the first visit, counselor and student discuss the demands of the student's current course load, difficulties anticipated, and his/her past academic experiences. A "menu" of support options is then presented. This menu includes: free LEC tutoring in all courses; assessment of reading, writing, math, and study skills; skills development through one-to-one instruction or workshop attendance or a reading/study skills course. Some students are also referred to other campus support services for specific assistance with writing, personal problems, major and career selection, physical or mental illness, learning disability, and especially difficult courses. Students on scholarships with required high GPA's may utilize all of the above services as well. Weekly study/discussion groups for honors courses led by President's Scholars are also available to students on scholarship.

After the student has chosen the desired options from this "menu," contact with the LEC continues in accord with individual needs. Some students will rely almost entirely on tutors and referral services, while others will visit an LEC counselor weekly for ongoing support with course specific study problems or personal and organizational skills, such as time management.

Feedback on contacts, referrals, progress, and problems is provided to referring advisers through informal means, such as phone

calls, and through more formal written reports periodically throughout the semester. After one semester, a student may be re-referred for continued assistance, if necessary.

This lecture/discussion program included:

1. A brief overview of how the two programs (the Advising Center and the Learning Enhancement Center) work, and how the referral process works.

2. Specific case studies involving both success stories and those that were not successful.

3. Data prepared by the LEC during its first year of operation which suggests the value of the program.

4. Ideas for improvement and revision.

III-4 **Texas Academic Skills Program (TASP): Evaluation and Institutional Responses**

Joan Matthews, Texas Higher Education Coordinating Board
Rick Dwinnell, University of North Texas
Richard McCrary, Dallas County Community College District

There has been growing evidence that many college students and college graduates throughout Texas and the rest of the nation lack basic skills in reading, writing, and mathematics. The Texas Higher Education Coordinating Board (THECB) has responded to this concern by devleoping the Texas Academic Skills Program (TASP).

TASP is an instructional program designed to ensure that students attending public institutions of higher education in Texas have the basic skills necessary to be successful in college-level course work. TASP will provide advisory programs and remediation for those students who demonstrate a need to develop the basic academic skills necessary for success in undergraduate degree programs. TASP also includes a testing component. The test will be used to identify and provide diagnostic information about the basic skills of each student.

Texas House Bill 2182, passed in spring, 1987, mandates that all students with less than three semester credit hours, entering a Texas public institution of higher learning in the fall of 1989, take and pass the TASP exam. Those students not passing the test will be limited to lower division course work and must participate in remediation until they have met the established criteria. Advisory programs must be in place to aid those students who are in need of remedial assistance.

Dr. Joan Matthews, Director of Testing for the THECB, provided an overview of the TASP, including the impetus for its development, program design, purpose, and components, with special attention

being given to the remediation and advising requirements. Dr. Matthews was joined in a panel format by representatives of both two- and four-year institutions. Discussion focused on institutional responses to the TASP requirements.

This program was intended to be interactive and informal. The purpose of the program was to allow advisors from various institutional types an opportunity to learn more about TASP, to ask questions, share information, and network. The program was relevant for all advisors concerned with assessment, remediation, and advising the "under-prepared" student.

IV-1 **Intrusive Advising Makes a Difference: Report of a Longitudinal Study**

Faye N. Vowell, Emporia State University
Phillip J. Farren, Emporia State University

This presentation reported the results of a longitudinal study of retention of new freshmen advised in a centralized, intrusive advising center when compared to retention before the center was established. Overall retention, as well as retention segmented by ACT-predicted ability levels, were discussed, together with the methodology of the study and problems encountered doing it.

Topics Included:

1. Background on Emporia State University and on intrusive, centralized advising; definition of intrusive advising and its relationship to developmental advising using the O'Banion model

2. Description of the methodology of the study: How the data was collected; how it was analyzed

3. Discussion of the overall retention of freshmen in their second, third, and fourth years as compared to a base year

4. Discussion of retention of freshman students into their second, third, and fourth years according to ranges of ACT scores

5. Discussion of fiscal implications of such a retention model on both public and private schools

IV-2 **Academic Advising and Career Counselling: The DISCOVER Program**

Rene Mendias, ACT

IV-3 Getting the Word Out: Academic Publications on a Shoestring Budget

Bonnie Schmidt, Southern Methodist University
O. T. Hargrave, Southern Methodist University

The quality of academic advising in any institutional setting will always be closely correlated to the availability of accurate academic information for both adviser and student use. During the early 1980's at Southern Methodist University, a restructuring of undergraduate advising services and the proliferation of the University's general education curricula combined to place the compilation and dissemination of accurate academic information near the top of the priority list.

The response was two-fold. First, a computerized degree-audit system was developed which automatically matches an individual student's academic record to the specific requirements of the appropriate general education curriculum, major(s), minor(s), and graduation rules, based on the student's academic program coding. The degree audit system provides for student and adviser use timely and accurate monitoring of the student's academic record semester by semester. Second, academic information publications dealing with both specific and general information, were developed and disseminated to provide students, faculty, staff, and advisers alike with consistently accurate and timely information. This program was designed to provide an in-depth look at the development and production of these academic information materials, with a special emphasis on doing the job within the constraints of limited resources.

The first project was the compilation of an Adviser's Manual. From a rather modest beginning, a comprehensive 600+ page manual has been developed, along with routines for annual updates and distribution in multiple formats. Production costs have been kept affordable.

Having first met the academic advisers' needs for comprehensive and accurate academic information, the next step was to get the word out to the students. Starting from a situation in which virtually no academic information poblications beyond the University's catalogs were available to students, the Dedman College Advising Center began to systematically develolp a broad variety of academic information publications to meet a variety of expanding needs. These publications fall into several broad categories:

1. General Academic Information for all University Students

2. Academic Information for Pre-Major Students

3. Academic Information for Students with Declared Dedman College Majors

4. Academic Information for Pre-Professional Students

5. Academic Information for Advisers and Faculty

6. Academic Information for Prospective Students

7. Special Interest Information

In the development and production of these materials such strategies as recognizing and writing for a specific audience, maintaining quality contyrol, using appropriate office equipment, interfacing with the printing process, and devising effective cost controls have contributed directly to the effectiveness and efficiency of the process.

The quality of advising for SMU students, including the students' own understanding of curricula and requirements, has been significantly enhanced by the increasing availability of informative, accurate, and current academic materials. With creativity, organization, and minimum equipment and financial resources, it is possible to get the academic information word out.

IV-4 Academic Advising Models for Student Athletes

Michael Brooks, Texas Christian University
Jack Hesselbrock, Texas Christian University
Teoby Gomez, Texas Christian University
Linda Rollins, University of North Texas
Billy Doggett, Tyler Junior College

The purpose of this panel presentation was to offer a forum for those wanting to discuss the issues and challenges of advising student-athletes. Each panelist described their respective institution's student-athlete advising model, and the issues they perceived as critical to advising student-athletes. Participants discussed and exchanged ideas on the issues and strategies for advising student-athletes.

Examples of topics related to advising models presented included:

1. The effects of NCAA Division and conference alignments

2. The reporting line(s) of athletic academic advisors/coordinators: Athletic Director or Chief Academic Administrator or other

3. Who does actual course scheduling/"sign off" of registration forms

4. What types of support services are/should be offered (e.g., study halls, tutors, academic monitoring, etc.)

5. Which student-athletes (all or selected sub-populations) receive special support services

6. Recruiting--what role does the athletic academic coordinator/advisor play

7. Administrative support and the ethical issues of university commitment to the student-athlete

Examples of critical issues/topics presented and discussed included:

1. Proposition 48

2. Unrealistic self-concepts (both athletically and academically)

3. Demands (time, physical, and psychological)

4. Unique problems of the black student-athlete

5. Reporting lines (Athletic Directors or Chief Academic Administrators or other)

6. Establishing a relationship/rapport with student-athletes and maintaining confidentiality of interactions

7. Academic misinformation dispensed by coaches during the recruiting process

There is little doubt that the student-athlete operates in a unique environment. Appropriate academic advisement and academic support services are not only important to the student-athlete, but absolutely imperative to the institution.

V-2 **The Development and Evaluation of an Assessment Course for High Risk, Readmitted Probationary Students**

Martha McMillian, Oklahoma State University
Agatha Anderson, Oklahoma State University

The Director and staff of the advising unit serving readmitted probationary students at Oklahoma State University have developed a new non-credit course to assist students in overcoming their academic problems, both those related to skills deficiencies and those resulting from lack of goals, motivational problems or inappropriate choice of major. Given this difficult task of providing a "quick-fix" for all academic and personal ills, the course developers titled the course "Academic Assessment and Evaluation" and taught it on a pilot basis for the first time this past semester. The purpose of this presentation was to describe the goals, objectives, teaching strategies and preliminary outcome of the course.

The course goals included helping students: (1) identify their reasons for experiencing academic difficulty; (2) assess their individual learning styles and personality types; (3) understand

issues in American education today; (4) develop goals, attitudes and study skills needed to achieve academic success; and (5) explore possible careers, majors, and alternative educational experiences better suited to their interests and abilities.

Specific classroom assignments and activities used to achieve these goals were described, and actual classroom simulations and role playing were included in the presentation. Included also was a discussion of the 1988 nationally sponsored NACADA research project from Washington State University entitled "The Student Wellness/Development Advising Survey" which was incorporated into the course. The simulations helped illustrate how interpersonal relationships evolved in the pilot course of 63 students during the 1989 Spring Semester. The program included a discussion of the realities and problems involved in trying to develop an academically credible course to address the wide range of problems, abilities, and personalities of the students involved. In the final part of the program, evaluation material from the spring semester was presented and plans for a modified version of the course for the approximately 350 students anticipated for the 1989 fall semester were presented.

Copies of the course syllabus and handouts were provided to all program participants.

V-3 **Advising Students for Study Abroad Programs**

Roberta Corder, Texas Christian University

As increased emphasis is given to the need for American students to expand their knowledge of international, intercultural affairs in order to compete in the global community, advising for study abroad is likely to become an integral part of developmental academic advising. As advisors we can make our students aware of how they can enrich their undergraduate education by building in an international component, whether they actually study abroad or not.

Ideally, initial information about international study should be introduced during freshman orientation. The campus' study abroad office can provide advisors with typical requirments and other basic information. It is important for students to prepare early in order to take necessary prerequisites for a successful term away. Careful planning during the first two years will also enable students to work university and major/minor requirements into their schedules so that they will be able to graduate in four years.

During freshman and sophomore years, students gather information, select an appropriate study program, meet with veterans of study abroad, become involved with international student organizations and activities, and take courses with an international emphasis. During the sophomore year, students apply for the programs they have selected.

Pre-departure orientation is a vital part of the study abroad experience. During this phase, students meet more frequently with their academic advisors to make sure they have all the prerequisites for a successful semester or year away from the home campus. Workshops can be held on a variety of subjects, ranging from what to expect in the foreign classroom to what to pack in a health care kit. It is also imperative that students submit the courses they plan to take while away for prior approval from their advisor, department chair, and college dean. At this time students and advisors should also plan the courses needed upon re-entry. Often it will be possible to preregister for students who are away.

The final stage of the study abroad experience is re-entry. Students usually need to talk about how they've grown and changed. There are a variety of ways in which they can use their new expertise on campus: speaking to classes, doing independent study, working with internations and future study abroaders.

It is also possible for students who cannot afford to study abroad to become knowledgeable about the global community. Academic advisors can make the critical difference in helping all American students recognize the ways in which they can become well-informed about international concerns.

VI-1 Bridging the Gap Between Prospective Student and Admitted Student: How Personalized Contacts with Prospective Students Enhance Future Advising Relationships

Marcy L. Kraus, Washington University in St. Louis

In his recent book, College: The Undergraduate Experience in America (1987), Ernest Boyer reported a research finding that is of justifiable concern to academic advisors. Forty-eight percent of undergraduates overall reported that students in their colleges were treated like "numbers in a book" (p. 55). Many of us have worked hard to overcome or at least reorganize traditional advising programs which often stood in the way of creating a personalized advising experience. The program described here was originally developed five years ago to support our undergraduate admissions effort. Since that time it has become apparent that its benefits go far beyond the admissions process, and in fact serve to enhnace future advising relationships with our incoming students.

The John M. Olin School of Business at Washington University in St. Louis has an undergraduate enrollment of 560 students served by two full-time professional advisors. In 1983, the School began to make personal phone calls to applicants in an effort to boost the applicant pool. At that time, the phone calls were made primarily by the assistant dean for the undergraduate program. Our current program now employs nine undergraduates, seven of whom are freshmen. Rather than waiting for students to actually submit applications, our student phone callers begin

contacting prospective students soon after the beginning of the fall semester, working the prospect lists supplied by the campus admissions office. At that stage they are calling students to answer questions about the School and share their own experiences in the college admissions process. As the academic year progresses, our student callers contact applicants and finally admitted students. Over the course of the year, some students may receive two or more calls from our office, and in several cases have developed friendly relationships with the student callers.

While our phone calls clearly support the University's admissions effort, we believe that our program simultaneously enhances the image of the School and our advising staff as well. Although using student callers to contact prospective students is not in itself unique, in most cases such efforts are coordinated through an institution's admissions office. The advantages of coordinating this program through our office are as follows: 1) the supervisor for the student phone callers is also the School's freshman advisor; thus, the admissions process is not isolated from the remainder of the college experience and students learn that they are more than just "numbers in a book" as far as our advising staff is concerned; 2) prospective students have an opportunity to "meet" a current student in their intended major; 3) prospective students have an opportunity to meet the School's freshman advisor during the Admissions process; 4) in turn, I have an opportunity to get to know many of our admitted students prior to the beginning of the semester rush when it is frequently difficult to see an advisor, much less remember our students' names. In conclusion, we believe that this program provides a significant benefit in terms of its potential for enhancing and personalizing student-advisor relationnbships.

VI-2 **Catalyst to Student Retention: Self-Help and Peer Support**

George Williams, Front Range Community College

Three years ago, a Title III Strengthening Institution grant enabled us to establish an at-risk student tracking system at Front Range Community College. The student tracking system enabled us to monitor the progress of individual at-risk students and to intervene when appropriate and necessary to do so. Over 2,000 at-risk students have been tracked during the past three years.

To strengthen the purposes of the student tracking system, a process was established wherein faculty advisors included in a "quality circle" used a simple one page form to identify at-risk students in their classes and what the problem appeared to be, such as repeated absences, inability to take or complete examinations, repeated tardiness or inattention in class, low grades, etc. A student retention task force had established these as the criteria to be used to identify at-risk students. "Quality circle" faculty advisors held individidual conferences with at-risk

students in their classes, or referred them to instructional support services and mainly to the peer mentor/advisors.

Our office coordinated all at-risk student intervention activities, including the "self-help" group concept wherein over 300 at-risk students were tracked each semester and referred to the peer mentor/advisor program whenever appropriate to do so. The peer mentor/advisor program emphasized the use of small groups led by an at-risk student who had been successfully achieving a degree and individualized dialogue between the mentor and an at-risk student in the "self-help" group. There were 20 peer mentors/advisors; each worked with 15 at-risk students each semester. Peer mentors acted as a liaison for the at-risk student and his/her teachers and assisted the student in using instructional support services such as the learning skills laboratory to improve their study and test-taking and their self-esteem areas of need. They worked with individual "quality circle" faculty members to help the individual at-risk student. Peer mentors/advisors were paid $500 per semester. They were monitored and evaluated monthly by our office, their at-risk counselees, and faculty. They participated in a summer orientation/ training workshop of four weeks and met weekly with our student retention office to discuss their clients.

Individuals within the "self-help" group first attended an orientation session just before the semester began. We gave each individual a "15 ways" brochure identifying how they could make it at the institution. We explained the form that they would send us each four weeks and emphasized that they were adult enough to make it, with some individualized help provided by peer mentors/advisors (with their approval) and through referrals to instructional support services. Over three years, we worked ultimately with over 1200 at-risk students participating in the "self-help"/peer mentor/advisor program. Over seventy percent of these students came back the following fall; over fifty percent have achieved associate degrees, with another 22 percent in the process of doing so.

A combination of a student tracking system for at-risk students, "self-help" motivation of at-risk students, use of peer mentors/advisors for these at-risk students, and reinforcement by "quality circle" faculty advisors produced a successful and relevant student retention program at Front Range Community College, Colorado.

VI-3 Risk, Rigor, and Results: Concurrent Enrollment--A High School/ College Partnership

Toni P. Allen, Collin County Community College District
Iris Templeman, McKinney High School

Texas House Bill 72 authorized public school districts in the State of Texas to award credit toward graduation to students in grades nine through twelve for completing college-level courses.

Although the Bill was passed in 1984, it has only been recently that the numbers of students taking advantage of the provision have become significant. The community colleges in Texas were among the first to open college credit courses to high school students. Initially modest, these programs have now taken on a variety of forms from a single student enrolled at the college campus to complete sections offered in the high schools.

Obvious questions have arisen concerning who teaches these courses, how students are assessed, sand what the consequences are if students do not meet the academic expectations. Other questions are addressed once the program is in place, such as which courses are appropriate for concurrent enrollment and how these courses will transfer to another college or university.

Academic advising and adequate orientation become the key ingredients in the concurrent enrollment program. Assessment in terms of academic preparation as well as social maturity is essential. This program presented a model for concurrent enrollment which addressed the benefits and challenges of such a program. Results of over three years of practice were discussed, focusing on suggestions related to the advising and orientation process.